Small Steps for Sentence Writing Year 4 Cycle B

Y4	Main Written Outcomes	Writing Stem Book	Small steps to teach each term – sentence writing	Authorial Technique
Autumn 1	Writing to Inform 4 weeks Narrative with a character focus Biography	**The Matchbox Diary** 	• Spend the first few weeks cementing the main sentence writing small steps already taught. • There are three main types of sentences: simple sentences, compound sentences and complex sentences. • Phrases are parts of a sentence without a verb. • Clauses are parts of a sentence which include a verb. • We can describe nouns carefully by turning them into noun phrases using adjectives and other words. • We can add description to our verbs using when-adverbs, where-adverbs and how-adverbs. We use paragraphs to group sentences that are about the same topic or idea. • RECAP Y3 When we are writing in the past tense, we most often use the simple past (she jumped / she went outside). • We use the present perfect verb form to say that something has only just happened. • To use the present perfect verb form, we use 'has' and then a simple past tense verb (has jumped / has gone outside). • Pronouns are words used to replace proper nouns, such as 'it', 'she', 'he', 'they'. • We use pronouns to replace nouns, so our writing doesn't sound repetitive.	Past tense verb forms Past Perfect Verb forms Vary sentence length Sensory Imagery Adverb sentence starter
	Writing to entertain 3 weeks Narrative Sequel	**FArTHER** 	Features of a set of instructions Recap types of sentences- revisit compound versus complex sentences and use of coordinating and subordinating conjunctions, punctuation, Commands Noun phrases • Adverbial phrases are phrases that act like an adverb (under the stairs/with my heart in my mouth). • Adverbs and adverbial phrases can be moved around a sentence for different impact. • When we use adverbs and adverbial phrases at the beginning of a sentence, we call it a 'fronted adverbial'. We always use a comma after a fronted adverbial to separate it from the rest of the sentence. • We can describe nouns carefully by turning them into noun phrases using adjectives and other words. • We can add description to our verbs using when-adverbs, where-adverbs and how-adverbs. • Pronouns are words used to replace proper nouns, such as 'it', 'she', 'he', 'they'. • We use pronouns to replace nouns, so our writing doesn't sound repetitive.	Power of 3 Sensory Imagery Cliff Hanger Simile Adverb sentence Starters

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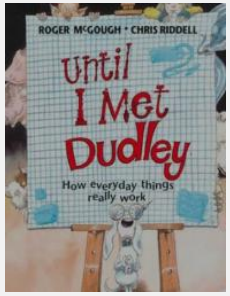
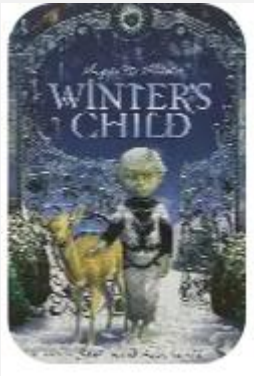
Autumn 2	Writing to explain 3 weeks Information text s x 2 Informal and Formal	**Until I met Dudley**  	• Types of sentences revisit • Adverbial phrases are phrases that act like an adverb (under the stairs/with my heart in my mouth). • Adverbs and adverbial phrases can be moved around a sentence for different impact. • When we use adverbs and adverbial phrases at the beginning of a sentence, we call it a 'fronted adverbial'. We always use a comma after a fronted adverbial to separate it from the rest of the sentence. • We can describe nouns carefully by turning them into noun phrases using adjectives and other words. • We can add description to our verbs using when-adverbs, where-adverbs and how-adverbs.	Hypothetical question Power of 3 Vary sentence length Adverb sentence starter
	Writing to Entertain 3 weeks Narrative with a setting focus - Sequel	**Winter's Child**  	• We use inverted commas to show when a character is • speaking in our writing. • We always use a piece of punctuation before the closing inverted comma when punctuating direct speech. • We use a comma, an exclamation mark or a question mark at the end of the speech when the inverted commas are followed by a verb e.g. "You're right!" exclaimed Max. • We only use a full stop at the end of the speech before the closing inverted commas if it is the end of the sentence. We always use a comma after the reporting clause before the opening inverted commas e.g. Max exclaimed, "You're right!" • We can describe nouns carefully by turning them into noun phrases using adjectives and other words. • We can add description to our verbs using when-adverbs, where-adverbs and how-adverbs. We use paragraphs to group sentences that are about the same topic or idea. • Pronouns are words used to replace proper nouns, such as 'it', 'she', 'he', 'they'. • We use pronouns to replace nouns, so • our writing doesn't sound repetitive.	Past form of verb Past Perfect form of verb Personification Adverb sentence starter Adjective sentence starter Repetition for effect (the wind blew, the wind whispered…) Sentence length
	Writing to Entertain 1 week Poetry		• Features of a poem • Types of poem e.g Kenning, Acrostic, Free Verse, Couplet, Tanka etc. • We can describe nouns carefully by turning them into noun phrases using adjectives and other words. • We can add description to our verbs using when-adverbs, where-adverbs and how-adverbs.	Sensory Imagery Onomatopoeia Simile Rhyme Rhythm

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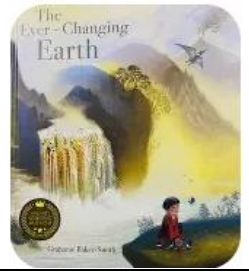
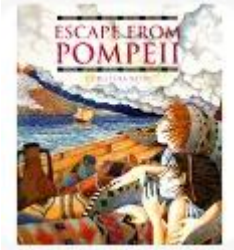
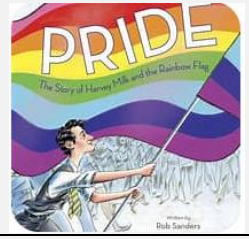
Spring 1	Writing to Explain 3 weeks Explanations of themes in the text. To share with Y1/2	**The Ever-Changing Earth** 	Types of sentence recap Adverbial phrase recap Paragraphing	Hypothetical Question Adverb and adjective sentence starter
	Writing to Inform 3 weeks Narrative with a setting focus A diary	**Escape from Pompeii** 	Features of diary writing • Pronouns are words used to replace proper nouns, such as 'it', 'she', 'he', 'they'. • We use pronouns to replace nouns, so our writing doesn't sound repetitive. Apostrophes are used to mark plural possession (knowing the difference between singular and plural) e.g. the girl's room, the girls' room	Adverb and adjective sentence starter Power of 3 Sensory imagery Past perfect/post progressive verb form
Spring 2	Writing to Inform 3 weeks Recount- Biography	**Pride** 	• Pronouns are words used to replace proper nouns, such as 'it', 'she', 'he', 'they'. • We use pronouns to replace nouns, so our writing doesn't sound repetitive. *Know the difference between plural -s and possessive -'s* • We can describe nouns carefully by turning them into noun phrases using adjectives and other words. • We can add description to our verbs using when-adverbs, where-adverbs and how-adverbs. We use paragraphs to group sentences that are about the same topic or idea.	Past tense verb forms Past Perfect Verb forms Vary sentence length Sensory Imagery Adverb sentence starter
	Writing to Explain 1 lesson Cooking/Construction Instructions	*DT*	• Features of specific explanation text • Recap from previous learning • Numbered lists • Captions and labelling	Adverb sentence starter
	Writing to Entertain 3 weeks Narrative retelling – Playscript/Drama	**Tar Beach**	• We can describe nouns carefully by turning them into noun phrases using adjectives and other words. • We can add description to our verbs using when-adverbs, where-adverbs and how-adverbs. Features of a play script	Sensory imagery Personification

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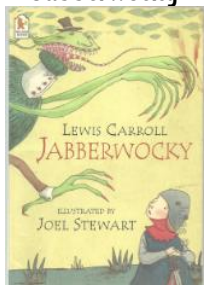
Summer 1	Writing to Entertain 1.5 weeks Poetry Nonsense Poems	**Jabberwocky**  	• Features of a poem • Types of poem e.g. Kenning, Acrostic, Free Verse, Couplet, Tanka etc. • We can describe nouns carefully by turning them into noun phrases using adjectives and other words. • We can add description to our verbs using when-adverbs, where-adverbs and how-adverbs.	Simile Rhyme Rhythm Alliteration
	Writing to Inform 1 - 2 lessons Recount of Kilve Residential	*Year 4 Residential Trip*	• We use paragraphs to group sentences that are about the same topic or idea. • Pronouns are words used to replace proper nouns, such as 'it', 'she', 'he', 'they'. • We use pronouns to replace nouns, so our writing doesn't sound repetitive. • Apostrophes are used to mark plural possession (knowing the difference between singular and plural) e.g., the girl's room, the girls' room • Adverbial phrases are phrases that act like an adverb (under the stairs/with my heart in my mouth). • Adverbs and adverbial phrases can be moved around a sentence for different impact. • When we use adverbs and adverbial phrases at the beginning of a sentence, we call it a 'fronted adverbial'.	Past tense verb forms Past Perfect Verb forms Vary sentence length Sensory Imagery Adverb sentence starter Power of Three
	Writing to Argue 2 weeks Persuasive Letter	**The Selfish Giant** 	• Features of a letter • There are three main types of sentences: simple sentences, compound sentences and complex sentences. • Phrases are parts of a sentence without a verb. • Clauses are parts of a sentence which include a verb. • We can describe nouns carefully by turning them into noun phrases using adjectives and other words. • We can add description to our verbs using when-adverbs, where-adverbs and how-adverbs. • We use paragraphs to group sentences that are about the same topic or idea	Varied sentence length Power of 3 Adverb sentence starter

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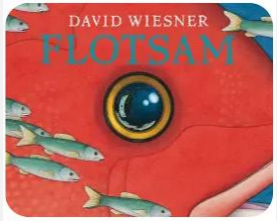
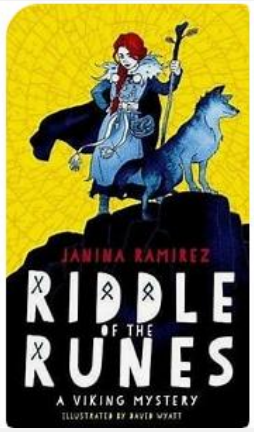
Summer 2	Writing to Entertain 3 weeks Narrative with a setting and character focus – sequel	**Flotsam**  	Apostrophes are used to mark plural possession (knowing the difference between singular and plural) e.g., the girl's room, the girls' room • We use inverted commas to show when a character is • speaking in our writing. • We always use a piece of punctuation before the closing inverted comma when punctuating direct speech. • We use a comma, an exclamation mark or a question mark at the end of the speech when the inverted commas are followed by a verb e.g. "You're right!" exclaimed Max. • We only use a full stop at the end of the speech before the closing inverted commas if it is the end of the sentence. We always use a comma after the reporting clause before the opening inverted commas e.g., Max exclaimed, "You're right!"	Adverb and adjective sentence starter Power of 3 Sensory imagery Past perfect/post progressive verb form
	Writing to Entertain 3 weeks Narrative with a setting and character focus in a Retelling with alternative perspective	**Riddle of the Runes**  	• We can describe nouns carefully by turning them into noun phrases using adjectives and other words. • We can add description to our verbs using when-adverbs, where-adverbs and how-adverbs. • We use paragraphs to group sentences that are about the same topic or idea. We use inverted commas to show when a character is • speaking in our writing. • We always use a piece of punctuation before the closing inverted comma when punctuating direct speech. • We use a comma, an exclamation mark or a question mark at the end of the speech when the inverted commas are followed by a verb e.g. "You're right!" exclaimed Max. • We only use a full stop at the end of the speech before the closing inverted commas if it is the end of the sentence. We always use a comma after the reporting clause before the opening inverted commas e.g., Max exclaimed, "You're right!"	

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Book summary

AUtumn 1	***The Match Box Diary*** - When a little girl visits her great-grandfather, she asks about the collection of matchboxes harboring objects she can hold in her hand, each one evoking a memory. Together they tell of his journey from Italy to a new country, before he could read and write: the olive pit his mother gave him to suck on when there wasn't enough food; a bottle cap he saw on his way to the boat; a ticket still retaining the thrill of his first baseball game. Newbery Medalist Paul Fleischman and acclaimed illustrator Bagram Ibatoulline tell a breathtaking immigration tale with appeal across generations.
	FArTHER- A young boy, bewitched by his father's unrelenting passion to fly; a desperate craving that absorbs his every waking minute, finds himself entranced by the dream. When his father goes to war and does not return it seems the spell is broken. Much later, the boy, now a young man finds himself drawn once more to his father's drawings and failed experiments. Finally able to make his father's dream a reality, he flies. Will his own son be visited by this unrelenting passion?
	Until I Met Dudley" contrasts **childlike, imaginative explanations** of how things work (like dishwashers, vacuum cleaners, and toasters) with **factual, scientific explanations**
	The Winter Child is a beautifully written and illustrated **winter-themed fantasy story** about **kindness, imagination, and the magic of belief**.
Spring 1	***The Ever-Changing Earth*** is a beautifully illustrated narrative that blends **scientific history with imaginative storytelling**. It follows two children—**Kûn** and **Solveig**—who live on opposite sides of the world. Through their eyes, we explore how the Earth has transformed over **millions of years**, from its fiery beginnings to the present day.
	Escape from Pompeii tells the gripping story of the catastrophic eruption of Mount Vesuvius in AD 79, through the eyes of a young girl named **Livia** who lives in the ancient city of Pompeii. The narrative vividly describes daily life in the bustling Roman town and the terrifying moments when the volcano erupts, forcing residents to flee for their lives. The book combines **historical facts** with a **dramatic, emotional story**, supported by rich, detailed illustrations that bring Pompeii and the disaster to life. It provides insight into Roman culture, architecture, and the sudden impact of natural disasters.
Spring 2	***Pride*** -This book tells the true story of **Harvey Milk**, one of the first openly gay elected officials in America. Harvey loved his city, San Francisco, and he wanted everyone to be treated fairly and with kindness, no matter who they were. Harvey helped create a special symbol—the **rainbow flag**—which shows the colours of the LGBTQ+ community. The flag means **pride, hope, and acceptance** for all people. The story shows how Harvey stood up for what was right, even when it was hard. His courage inspired many people to celebrate who they are and to fight for equal rights. The rainbow flag, with its bright colours, still flies today around the world as a sign of love and pride.
	Tar Beach tells the magical story of **Cassie Louise Lightfoot**, a young African American girl living in Harlem in the 1930s. Cassie imagines flying above the rooftops of her city, claiming the sky and buildings as her own "tar beach." Through her dreams, she experiences freedom and hopes for a better life. The story explores themes of **family, hope, dreams, and racial pride**. It also celebrates the power of imagination to overcome challenges. The vibrant quilts in the illustrations reflect African American art and storytelling traditions.

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Summer 1	**Jabberwocky**- "Jabberwocky" is a nonsense poem written by Lewis Carroll about the killing of a creature named "the Jabberwock". It was included in his 1871 novel Through the Looking-Glass, the sequel to Alice's Adventures in Wonderland. The book tells of Alice's adventures within the back-to-front world of the Looking-Glass world.
	The Selfish Giant - is a story about a giant who owns a beautiful garden. One day, he builds a high wall and stops children from playing in his garden. Without the children, the garden becomes cold and gloomy, and spring never comes. But one day, the giant sees a little boy inside the garden, and his heart changes. He lets the children come back, and the garden blooms again with flowers and sunshine. The story teaches us about kindness, sharing, and how love can bring happiness.
Summer 2	***Flotsam*** is a word for things that wash up on the shore after being lost at sea. This picture book tells the story of a boy who finds an old underwater camera on the beach. When he develops the pictures inside, he discovers amazing and magical underwater scenes—like sea creatures playing, underwater cities, and mysterious objects from far away. The story has no words, just beautiful pictures that let you imagine a fantastic underwater world full of surprises. *Flotsam* shows us how a simple thing, like a camera, can open the door to adventure and wonder.
	Riddle of the Runes is a story about mysterious ancient symbols called runes. The story follows a young character who tries to solve a tricky riddle using these magical runes. Along the way, they learn about history, bravery, and the power of thinking carefully. The runes help unlock secrets from the past and show how puzzles can be fun and important to solve.